

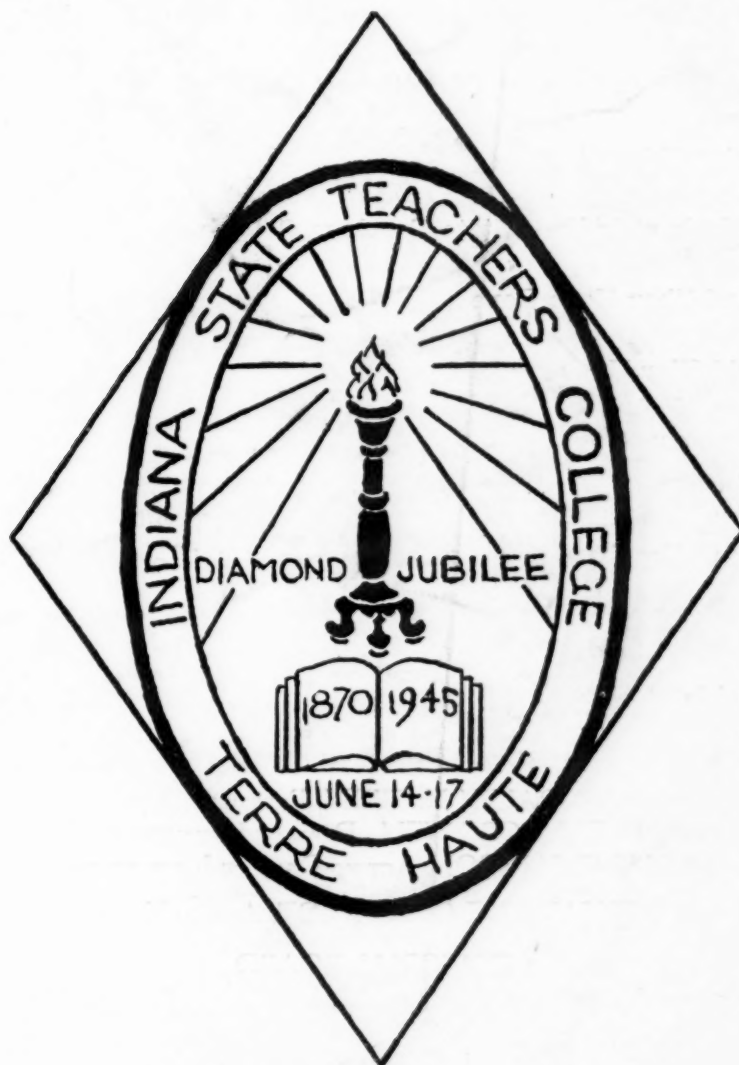
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Terre Haute, Indiana

THE TEACHERS COLLEGE JOURNAL

Volume XVII

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CONTENTS

The Jubilee Plans for Teachers of Tomorrow	Page 25
Teacher Education in the Years Ahead Hazel Tesh Pfennig	Page 26
Counseling and Guidance in Teacher Education Ethel Parker	Page 27
Reconversion in Teacher-Training Programs Hilda Maehling	Page 28
Subject-Matter Specialization in the Training of Teachers William D. Reeve	Page 29
Child Development Emphasis in Teacher Education Mark C. Schinnerer	Page 31
New Emphases in Teacher Education Cloyd Anthony	Page 32
Seventy-five Years of Music at Indiana State Teachers College Julia E. Hall	Page 33
They Were Here . . . And They Have Gone J. Erle Grinnell	Page 34
Gold Star Boys of World War II	Page 35
In Memoriam: Lawrence McTurnan	Page 36
In Memoriam: John E. McGilvery	Page 37
This Brave New World Mary Maxine Aitken	Page 38
The Postwar Challenge to Teachers Ralph N. Tirey	Page 39
Gullible Travels Harry E. Elder	Page 40
Around the Reading Table	Page 44
Education in the News	Page 47

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The Jubilee Plans for Teachers of Tomorrow

The seventy-fifth year approaches its conclusion and in but one short month the Diamond Jubilee of Indiana State Teachers College will have passed into recorded history. It is of the nature of time and of progress that days and years are of little moment in their passing panorama; man looks to the tomorrow even while he works in the today.

The Jubilee recalled the past in loving reminiscence of the early days of the College; it paid tribute to the present with words of honor for the men in battle and for those who served that those men might succeed; it planned for the future with careful and practiced wisdom, to assure the reality of a better world in the days ahead. As the year nears its close, that future becomes the present, and the plans for the tomorrow become the guideposts for today.

Years speed ahead, each with its incidence of change to add to the kaleidoscope of human progress. The natural disasters of flood and wind and fire continue their ceaseless attack and destruction, while inventions and discoveries and patient rebuilding set about physical reconstruction. War and other man-made evils warp the fibre of social structure, while improved understanding, unselfish planning, and sincere respect for the worth of each individual co-ordinate their

powers to effect social reconstruction. The Jubilee year opened upon a world of bitterness and destruction and hate—a world at war. It closes in the warm haze of a peace reborn. The preservation of that peace requires that education for tomorrow's children



Today's students—Tomorrow's teachers.

face the task of guiding into maturity men and women of social consciousness whose civic sensitivity and understanding and competence equal that which they demonstrate in academic and vocational areas.

The physical sciences have moved ahead with such rapid strides that few will attempt to predict their future course. The atomic bomb which startled nations with its destructive force burst upon the world within but a few weeks of the conclusion of Jubilee festivities. It brought with it, or

as a close result of it, the end of the most devastating period of carnage the world has yet experienced. Yet the universal shock and fear which attended its use bore witness once again to the dual potential of all discovery and invention—a potential for destruction or social reconstruction. Major change in the physical sciences must be paralleled by change of equal proportions in the social sciences, if civilization is to preserve a satisfactory adaptation to environment. Until August of 1945, man moved in a world of atomic solidarity; now that security has been forever removed. How shall he learn to meet the problems of this new instability?

What atomic bombs lie yet undiscovered in the areas of child development and the education of youth? For centuries atomic energy lay as inert potential, until indefatigable co-operative research found the key to its release. Is it fantastic to wonder what stores of human potential lie yet untapped, awaiting similar release? The physicists have given to education its cue; they have tested a basic assumption and have demonstrated its fallability. Education may well profit by an examination of basic assumptions of child development, and by co-operative research to test their validity.

The atomic age will need teachers who enjoy children; who understand how they grow, and how they think, and how they feel. It will need teachers who can and will examine their teaching procedures and their educational philosophies with scientific objectivity. These are the teachers for whom the Jubilee planned; these are the teachers of tomorrow.

Teacher Education In the Years Ahead

Hazel Tesh Pfennig

Professor of English
Indiana State Teachers College
Terre Haute, Indiana

The panel, "Teacher Education in the Years Ahead," featured an all-alumni discussion. It was presided over by Dr. Hazel Pfennig, herself an alumnus and now a member of the faculty of the English Department of her Alma Mater. Dr. Pfennig opened the panel with the following introductory presentation.

In the field of education there is always a great lag between what is known and what is done, a lag which goes back to the text from the Bible: "When ye see a cloud rise out of the west, straight way ye say, 'There cometh a shower'. And so it is. And when ye see the south wind blow, ye say, 'There will be heat.' And it cometh to pass. Ye can discern the forces of the sky on the earth, but how is it ye do not discern this time?" The lag between knowledge and practice is very, very old, indeed.

Just outside the city of Boston is a most touching legend, engraved upon a monument which was built at the end of our first great war, our war for freedom from England, in 1775, engraved there by the British soldiers who fought that war: "We came three thousand miles, and died to set the past upon the throne." That ironic statement is probably the most cynical remark that can be found in the monumental permanence of marble.

Knowledge, of course, is not enough. Education consists essentially in the use of that knowledge, in behavior. Today, as in all the years of the recorded past, the greatest danger is man's oldest weakness — a too-deep

attachment to the seductive past. Solidification and fossils are not found in the earth alone. There are as many fossils in man's thinking as are found in the good earth; they are evident in

The Unknown Teacher

"I sing the praise of the unknown teacher.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young.

He lives in obscurity and contends with hardship.

He keeps the watch along the borders of darkness

And makes the attack on the trenches of ignorance and folly.

Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth.

He awakens sleeping spirits.

He quickens the indolent, encourages the eager, and steadies the unstable.

He communicates his own joy in learning and shares with boys and girls the best treasures of his mind.

He lights many candles which, in later years, will shine back to cheer him;

This is his reward.

Knowledge may be gained from books;

But the love of knowledge is transmitted only by personal contact.

No one has deserved better of the republic than the unknown teacher.

— HENRY VAN DYKE

man's obvious failure today to respond to new patterns of living. Again, that is nothing new. Socrates, four hundred years before Christ, told the Greeks that they had come to an end of their era, and that something would have to be done for the future lest their culture should disintegrate. As he told the Greeks that it was time for them consciously to get control of their lives, they reacted very much as man has reacted ever since: it was too much trouble; it required too much effort, mentally, spiritually, and physically; and so they silenced his voice — but not his influence.

Jesus Christ came into the world about four hundred years later, at the end of an almost intolerable period of cruelty. The little folk had been ground under the heel of the military might of Rome until there was very little hope and no happiness for those masses of people. And this great new Voice said, "This is an end, too, of an era. Let Me give you a Vision, and a Hope, and a new Way of Life. And let It be based upon love, and the brotherhood of man." And again the mortal enemy, inertia, took over and answered again with the silencing of that Voice, this time upon the Cross.

Something of the same kind is in the modern scene. But today, thousands and thousands are crucified in the name of the past. Great evolutionary minds may be destroyed, but the ideas of those minds live on. When will man learn that war alone solves no problem? Only by solving political, economic, and spiritual problems when and as they arise can the peace be guaranteed, in the present and in the future. The present world dilemma is a hangover of unsolved problems of the nineteenth century. It is the business of educators of each generation to re-evaluate the tradition that it has inherited, rather than to worship it. The justification of any democratic order of society is its usefulness in promoting growth and meaningful living.

Education must seek out and cherish dynamic leadership which believes that a new world is imperative.

Teachers College Journal

Counseling and Guidance in Teacher Education

Ethel Parker

Professor of Home Economics
University of Kentucky
Lexington, Kentucky

Miss Parker has taught widely in her field of home economics, both in the United States and in Puerto Rico. She received her master's degree from Columbia University, after undergraduate work at Indiana State. Advanced graduate study was done at Minnesota and Delaware. She is a member of Kappa Delta Pi and a past president of the Kentucky Home Economics Association.

In a workshop recently conducted at the University of Kentucky, were two students who attracted my attention. These students finished college this year and want to be teachers this fall. One of these students graduated from a teachers college in June; the other graduated from a university. One knew, while she was in school, that she was preparing to be a teacher of home economics, and, therefore, she took the professional courses that were required for such teaching. The other was not sure that she wanted to teach, so she graduated without taking these preparatory courses.

One of these students came from a mountain region, where her home had been in the most primitive conditions that could be imagined. She graduated from a small high school, had very little money with which to go to college, and, therefore, has had to earn a large part of her expenses while in school. The other student came from a home which had many cultural advantages; she graduated from a school

that was considered one of the better high schools in the state; and, while she was in college, she had very little economic difficulties.

Both of these students were interested in Home Economics, and they pursued the college curriculum in Home Economics as it was offered in the respective colleges which each of them had attended and from which each graduated. Both were a bit uncertain about the problem of teaching, but one of them, because she was in a teachers college, made all the preparation that was required for the state license; the other did not. After graduation they both decided they wanted to teach, and are now in college teacher-training courses.

One of the things that was lacking in their training is one of the things that is lacking in much of our teacher education, today. We talk about guidance and the individual development of students, but what guidance have the colleges given that would help students to meet problems as they exist in the state, or in the country, at the present time?

Our students take the courses that are required. Some of them spend at least a part of their time in earning their living. Most of them do their work as well as they can, and pass their examinations with a fairly high degree of scholarship. Some of them take part in a great many activities on the campus, become acquainted with people; and develop some social poise, if not social sensitivity. Others have very little opportunity for taking part in such activities.

(Cont. on page 43)



Dr. Cloyd Anthony, Asst. Prof. of Social Science, Michigan State College, East Lansing; Dr. Hazel T. Pfennig; Dr. William D. Reeve, Prof. of Mathematics, Columbia University Teachers College, N.Y. City; Miss Hilda Maehling, Executive Sec., Dept. of Classroom Teachers, N.E.A., Washington, D.C.; Miss Ethel Parker, Prof. of Home Economics, University of Kentucky, Lexington; Mark C. Schinnerer, Assistant Supt. of Schools, Cleveland, Ohio.

Reconversion in Teacher-Training Programs

Hilda Maehling

*Executive Secretary, Department of Classroom Teachers
National Education Association*

Miss Maehling completed her undergraduate work at Indiana State Teachers College, after which she continued graduate study at Teachers College, Columbia University. Prior to her present position she was Dean of Girls and Director of Personnel Work at McLean Junior High School in her native city of Terre Haute. She has served as president of both local and state classroom teachers associations, and has been active on several NEA Committees.

This is a time of great stress and strain. It is also a time of vast and sweeping changes. We have been adapting ourselves to a new and faster tempo of living. We have been gearing our military, industrial, agricultural, and economic efforts toward definite goals demanded by the need of the hour. In each of these principal fields, education has its vital role and is also making its adjustments. Like our military establishment, education has converted its tools to new uses. Like agriculture, education has solved new problems. In helping to solve the problems of these war days, in finding solutions for the various problems of the immediate postwar period, and in planning for the long years ahead, the educators of America have a tremendously important role.

There are certain trends which have developed recently and others which have been developing over a long period of years. All raise significant issues regarding the preparation and the professional development of teachers. I have tried to evaluate the shortages we have had in these past

two or three years, and to think through to see the reason for them, hoping that from such an evaluation might be built suggestions for the prevention of similar problems in the days ahead. It has been my privilege to visit various sections of the country, and to discuss these problems with superintendents and administrators. From them I have learned the great need of teachers, and the positions they have been unable to fill. These experiences and discussions are the basis for what recommendations I shall make.

The selection of prospective teachers is the responsibility of the members of the teaching profession. Other professions have long performed this function. They set the standards of training and proficiency for their members, the ethical standards, and the standards of remuneration. If education is to gain and hold its place of professional dignity, its members must be on the alert to guide suitable young people into teaching and to help those who would enter, but who lack aptitude, to find some other vocation better suited to their abilities. As I see it, selection is the weakest point in our whole professional structure.

Low intelligence, low standards of scholarship, narrowness of values, and lack of a comprehensive world outlook can be found all too frequently within our profession, because those who constitute our membership do not take the problem seriously. Little wonder it is that salaries are low and that we frequently are reminded that

"those who can, do; those who can't, teach."

The next topic that I have considered is standards. Through membership in professional organizations and other kinds of participation with fellow-teachers in co-operative efforts, teachers can help to formulate and establish those standards of excellence which will elevate the profession to the position it deserves in society. Such standards will include: (1) legislation to protect the profession from incompetent persons who undertake to be teachers; (2) legislation which will guarantee to every teacher a decent wage, a sense of security of position, and economic security for old age; and (3), the formulation and observance of an ethical code which will protect both the internal and external relations of the teaching profession.

Another point of departure in improved teacher education is an expanded curriculum. This should include adult education as well as early childhood education. War, depression, the broadening concept of education for a democratic society, and numerous other factors have profoundly influenced the growth of adult education through the medium of the public schools, during the past two decades. Although conscious of its existence, the great majority of educators have been unaware of its rapid developments and insensible to its implications for present day teacher education. Teacher education institutions must assume this responsibility, or other agencies representing special interest groups will be encouraged to assert their leadership and they will not hesitate.

Nursery school education, or early childhood education, has gained a great deal of impetus as a result of the war. The federal government, working with the State Department of Public Instruction and the local school systems, has attempted to provide not only adequate physical care and protection, but the very best mental, social, and emotional growth and development for its future citizens. Many teacher education institutions are be-

(Continued on page 45)

Subject-Matter Specialization In the Training of Teachers

William D. Reeve

Professor of Mathematics
Teachers College, Columbia University
New York City

A native of Edwardsport, Indiana, Dr. Reeve received his bachelor's degree from the University of Chicago, following undergraduate work at Indiana State. His advanced degrees were taken at the University of Minnesota. His teaching career began in the rural schools of Indiana, from where he went to the University High School, in Chicago, as teacher of mathematics. He later became head of the department of mathematics, and then principal of the University High School of Minnesota; and subsequently went to Teachers College at Columbia University.

Dr. Reeve is active in numerous professional associations, has authored several books on the teaching of mathematics as well as text-books in the field, and has been editor of *THE MATH TEACHER* since 1918.

Someone has said, "Teachers are born, not made," but surely there is something in training. Those of us who have watched the progress of a student teacher from the first time he is given a chance to teach a class until he either turns out to be a good teacher or he doesn't, will have difficulty in subscribing to this statement. To be sure, if he does not develop into a good teacher somebody may say, "You see, it is not in him"; but, obviously, that is not all of the story. How can we be sure that under proper training and supervision the result might not have been quite different?

I have seen student-teaching conditions not so far from here under which I feel sure many spirits would have rebelled — and did. I know of one notable case of that kind. However, I have also seen the wholesome

influence and effect on many students whose supervisors used methods that developed them into artistic teachers. I am inclined to say, "If you will let me pick the supervising teacher, I will be confident and fairly certain of satisfactory results." Of course, there will always be a few exceptions, a few misfits, even under the best conditions, but the number of such people should be constantly reduced in the future.

In the past, the teaching profession has not attracted a large enough number of the proper types of people. It has sometimes been so bad as to put those of us who chose to go into teaching in the hole, or in a bad light, so to speak. Most of us have heard it said, "Those who can, do; and those who can't, teach." But this is ridiculous; not all the dubs are in the teaching profession, by any means. Be that as it may, the best has been none too good, and some of the good might have been better. Why? How? These are always the hard questions to answer.

The American people have been getting from the schools and will continue to get just about what they pay for — no more, no less. To date, they have been unwilling to pay much of a price; it is a sad commentary on the American people that as a nation we spend more money on chewing gum, cosmetics, and liquor — to say nothing of war — than we do on education. What a significant implication that brings to one's mind with reference to American intelligence! The

American people today probably have a higher opinion of teachers than they ever had before — certainly than before the war began — largely because of what they did in connection with the rationing program. But isn't it ridiculous that it took a war to bring that out? Those teachers were just as good before as they were after they handed out the blue and the red stamps, or the gasoline coupons. Should it take a war to awaken the nation to the latent power and influence of the classroom teachers upon the children, and upon the lives of the very people who control the schools?

We have had an over-supply of teachers in some places in this country in the past although now we have thousands of shortages, but we have never had an over-supply of good teachers in this country and we never will have until salaries are so increased as to attract the men and women of high calibre who in the past have not been able to adopt teaching as a life work, no matter how much they may have wished to do so. Those of us who entered the profession had very good reasons for the choice, but we don't like to be called dubs for doing so.

Because of the high fatality of women teachers, we must attract more men — capable, high type men who will choose teaching as a life work, and will not leave the profession no matter how attractive outside offers may be. I tell my student teachers that after they spend all the time they do and the state spends all the time it does preparing them to teach, there is just one excuse that they can give for leaving the profession, and that is marriage. And even then it has to be the right fellow.

We hear a great deal nowadays about this question: Are pre-service teachers trained better in campus or in co-operating schools? Who knows? What are the facts? What is the evidence that can be brought to bear on this important question? I think it is one of the most important questions connected with the matter of pre-service education.

Another pertinent question is that of in-service training. Some people seem to think that once they get a teaching position they don't need to do anything else, except draw their salary. There are many teachers like that, but how fatal is such a notion!

We are already being requested by many schools to train teachers — teachers who can teach anything under the sun. I hope we won't fall in too fully and too quickly with this attitude, and bring up a generation of teachers who will know more and more about less and less. We must have a vertical as well as a horizontal view of what we teach, and I have little sympathy with or hope for a teacher of science who says, "We are not teaching science, we are teaching children," or some such foolishness. If we aren't teaching mathematics in the mathematics class; if we aren't teaching science in the science class; if we aren't teaching English in the English class — what are we teaching?

There are, of course, numerous imponderables that all of us would want to teach. It is like the good old days of the project method; it was a good idea but when it got to be all project and no arithmetic it wasn't so good.

I know there are two sides to this question, and, at heart, like all the other education panaceas, the idea of an integrated program is sound, but if you carry it to its logical extreme at the present time it just won't work. If, at this extreme, you have some more or less ideal integrated program, toward which you are aiming, and at this end you have all the great fields of knowledge, like literature, science, mathematics, music, the arts, and all the rest, it's a wonderful idea to contemplate.

There are plenty of teachers in my field who can't yet integrate the subjects in their own field to say nothing of integrating mathematics with science, literature, and the arts. How many teachers of mathematics, for example, have any conception of the connection between the work of Leonardo da Vinci or Alfrac Durer, or any of the great artists who knew a

great deal of geometry, and made use of it in their art? There is too much to know for me to believe that over night, or in a short summer course, or even in a six-point seminar, we can develop high-grade teachers whom we can recommend to a school system

V-J Day Prayer

Almighty God, our Father whose purposes are unaltered by the passing centuries and whose love is eternally unchanging, in unexpressible joy we offer unto Thee our gratitude for the Divine Guidance that has brought us to this day, for every hope it fulfills and for every prayer which in it has been answered. Let the consciousness of Thy presence and the assurance of Thy goodness be in our hearts as rivers of joy flood our lives.

For all those for whom gladness must ever be clothed with sorrow, we pray Thy Divine comfort and peace. For all who have made the supreme sacrifice on the Altar of their country's need and for the everlasting good of humanity, we humbly thank Thee. May it ever be our sacred trust, both individually and as a nation, to be worthy of the price they have paid for our freedom and happiness. Grant that the discharge of our obligations to them shall forever be our highest privilege and our dominant purpose.

We pray for Thy guidance of the leaders of the nations whose decisions will determine the future of the race. Give them wisdom and strength, patience and vision, pure motives and unselfish aims, that they may be Thy instruments for universal justice and everlasting peace. Give to all of us faith, willingness to work, and determination to build a new world where our human family can live in brotherhood and mutual helpfulness according to Thy will, through Him by whose example and help we trust to obtain the answer to our prayers. Amen.

REAR ADMIRAL W. N. THOMAS
Chaplains Corps, U.S.N.
Chief of Chaplains

and conscientiously say they can teach anything.

My final suggestion would be to take these novices when they come and let the work in student-teaching be connected in a very integrated fashion with the other education work in the institution; let the supervisor of that student-teaching be a person who also does other parts of the training of the teacher, particularly in the one or the two or three major fields of concentration. Following this training period and student-teaching under supervision, let the student go into teaching independently, and come back to do observation after teaching. Observation after teaching is always more productive than before.

Then, out of these experiences, there will come some day teachers who are so far ahead of those of us who began to try to teach on the lower level in one of the great fields of knowledge, that there would be no comparison.

This concept of teacher education involves a recognition of a different high-school population. When I entered this college, in 1905, there were 500,000 secondary schools in the United States. Today there are 7,000,000. Mass education is upon us. Teachers are not only going to have to be trained from the standpoint of scholarship and an understanding of the community, but they must understand that the most retarded pupil in the American public schools is the pupil with a gifted mind, and, if the democracy to which we all pay lip service is to prevail, we must do something for him, so that we will train the few to be intelligent leaders, and the great mass to be intelligent followers in the next generation.

Future teachers must have a preparation which will provide the subject-matter background which is the basis for teaching. They must have provided for them inspiring opportunities for student-teaching. And, once having entered the teaching profession, they should have assurance of adequate compensation.

Teachers College Journal

Child Development Emphasis In Teacher Education

Mark C. Schinnerer

Assistant Superintendent of Schools
Cleveland, Ohio

In the September JOURNAL, Mr. Schinnerer contributed his discussion on radio in education. In this panel he discussed the problems of childhood education from the general developmental approach.

Education will be about as strong as people want it to be, and the quality of education will largely be determined by the people who enter the teaching profession. In the past, too few people of high potential have entered the teaching profession, largely because it was not as attractive to young people of high quality as some of the other professions.

Indiana can do something about this problem. Consider this: the cost of ten B-29's would finance the college education of 1,000 students, including tuition, maintenance and group summer travel. Suppose Indiana were to select, during each of the next four years, two hundred fifty of the most capable high-school graduates the state produced, who were willing to enter the profession upon completion of their training, and provide them with this complete program of four years' training, all expenses paid. This would be the greatest thing the State of Indiana ever would have done to date, and the returns to the state would be greater than those of any equal investment.

The investment would be in the future — the future of the people and the future of Indiana's economy. It is not that the B-29's are an extravagance or are unnecessary; neither are the B-52's, nor the B-56's, nor the ships, nor the guns, nor the other

things which support the most precious of all assets — the young men of the nation. It is a bit odd, however, that the profession seems so unwilling to make teaching sufficiently remunerative to attract in droves the most capable of our young people. It should be so attractive that teachers colleges and school superintendents would be faced with the problem of selecting from among the most capable young people instead of wondering where and when they'll find enough master teachers to hold the program together. Yet, for a democracy, who will argue that teaching is not the most important and basic profession?

The profession of teaching has come to encompass much more than the mere imparting of knowledge or the development of skills. In a general sense, it has a large share of the responsibility for the molding of character. This is what is meant by the teaching of children as against the teaching of English or arithmetic.

Therefore, the preparation of teachers must include more than the development of subject-matter methods or teaching techniques. It must veer away from the tendency toward specialization. Guidance experts and home visitors and teachers of biology are most necessary; but specialization may lead to a "hands off" tendency on the part of other teachers. The master teacher is the good general practitioner in the field of education, the man who helps order the mental being as the medical doctor orders the physical being; the one who consults a specialist when one is really needed, but not a

multitude of different specialists who examine and diagnose piece-meal.

Teachers colleges do a good job of teaching prospective teachers how to prepare lesson plans. What is needed are more teachers colleges and more training in these colleges to prepare teachers to deal with the whole child in his infinite variations of behavior and reaction to his environment.

Elementary schools in this nation face a real crisis. Too many people accept the notion that elementary education is not as important as secondary education. The problem of teaching is progressively more difficult from the twelfth grade down to the kindergarten. The influence of the teacher's personality is most significant in the primary division. The two-year normal school has developed into a four-year Teachers College. Students of ability in these colleges are encouraged to prepare for high-school teaching, where salaries are higher and the prestige is greater. It is a vicious circle. The consequences, ultimately, will be "little" teachers — dull and colorless — for "little" people, which will ruin not only the elementary school, but eventually the high school as well. Degrading elementary education degrades all education, and eventually degrades the community.

Two things are necessary: first, a single salary schedule, and secondly, but taking place at the same time, a restoration of elementary education to its proper pedestal of prestige — the basis, the foundation of democracy.

AMERICAN EDUCATION WEEK

NOVEMBER 11-17, 1945

American Education Week, 1945, had as its theme, "Education to Promote the General Welfare," and was observed during the week of Nov. 11-17, beginning on the day commemorating the armistice of the first World War. Begun in 1921, American Education Week this year celebrates its twenty-fifth anniversary, grown from modest beginnings to a great annual celebration of the ideals of free public education.

November, 1945

New Emphases in Teacher Education

Cloyd Anthony

Assistant Professor of Social Science
Michigan State College
East Lansing, Michigan

Dr. Anthony is an alumnus of Indiana State and has his Ph.D. degree from Indiana University. He has completed post-doctoral study in sociology at both the University of Minnesota and the University of Missouri. Since September 1st of this year he has been principal of the Laboratory School and Director of the Division of Teaching, of Indiana State Teachers College

In the years ahead I do not expect to see many sensational innovations in teacher education. Most educators, like the culture in which they live, tend to be conservative. Most teacher education institutions and most public schools will continue to "transmit the social heritage" in the sense in which they interpret that term. Some of us will seek shorter methods of teaching long division, or ways to eliminate commas from involved sentences. Most of us will try to bring a measure of stability out of a chaotic social order; security out of fear. A few pioneering souls will risk the wrath of name callers and attempt to build a "new social order" of some sort.

There are social, economic, and political conditions which cause us concern. All of us are at least vaguely aware of a world-wide revolution. Religious, racial, and class tensions are strong. Antagonisms among economic, social, and political groups are likely to grow in intensity. Conflicts between forces which seek power and control for power's sake, or for material gain, will continue. We observe the tendency, even in "democratic" states,

to substitute force, innuendo, subterfuge, and deceit for democratic processes, frankness, and faith in the common man. Even in "democratic" states those in power mistrust the masses and treat them as if they were morons. The very means of communication which could be used to educate men are used instead to mis-educate, propagandize, deceive, and confuse.

Axe-grinding, face-saving, name-calling, hide-and-seek pressure group methods of both the "ins" and the "outs" tend to bewilder us. Old standards and old values are reeling under the attack of new values and new forces which we understand none too well. Mankind is on the move physically and socially. The breaking away from old moorings brings problems to young and old alike. These problems challenge those who are responsible for guiding youth. The challenge is doubly great for those who are responsible for guiding the leaders of youth. How shall we meet the challenge?

Certain trends of recent years will persist, and offer hope for a more wholesome direction for teacher education. The more important of these trends include (1) the workshop method, (2) community improvement programs, (3) extended apprenticeship and cadet training, and (4) various school-community enterprises which co-ordinate the efforts of teachers, teachers-in-training and other community leaders in democratic social action. Some of the best programs

of teacher education are being carried out under the leadership of forward-looking city school superintendents who know how to combine local and outside talent for in-service teacher education.

Another important, but neglected, area in teacher education is the wide dissemination and practical application of findings of such major educational organizations as the American Council on Education, the National Society for the Study of Education, the John Dewey Society and the various divisions of the National Education Association. These groups are continually carrying on important studies, yet these studies fail to influence the philosophy and work of the masses of teachers.

In closing this brief discussion I shall name two basic values to which I think we should hold. In building a philosophy of life or in solving a particular problem we must begin with certain fundamental assumptions and certain values. As we face the years ahead in teacher education there are two such sets of values which I should like to see accepted. These values are not new. They are already accepted in theory, but not too widely in practice. They need re-emphasis.

The first set of values to which I refer is what we call democracy. In a speech before the American Council on Education a few years ago Carl Bigelow summarized three important aspects of democracy which I want to paraphrase here. First, democracy emphasizes the worth of the individual; second, democracy emphasizes the interdependence of the individual and the group; and third, it has a profound faith in reasoned, co-operative action in the solution of problems. Broadly interpreted, teacher education embraces the whole of social living. Let us re-dedicate ourselves to the democratic ideal, strive to understand and apply its methods, and dare to seek new democratic techniques.

The other values are not essentially different from democracy, but I want to emphasize them again. They are objectivity in attitude, and tolerance.

(Continued on page 45)

Teachers College Journal

Seventy-five Years of Music at Indiana State Teachers College

Julia E. Hall

Graduate Student

Indiana State Teachers College¹

During her graduate study, Miss Hall conducted historical research into the development of music at Indiana State. Her master's thesis, *THE HISTORY AND GROWTH OF THE MUSIC DEPARTMENT OF INDIANA STATE TEACHERS COLLEGE, FROM 1870 TO 1945*, was accepted by the Department of Education in July of the Jubilee year. The digest of that thesis is an appropriate complement to the historic note of the seventy-fifth anniversary.

This study was undertaken after it was found that information about former music teachers of Indiana State Teachers College, and data concerning the development of the music department were very meager. It was believed such data would prove useful to persons interested in the musical background of the college. Information which covered three-quarters of a century was compiled for this history. Data were obtained by careful perusal of the annual catalogues of Indiana State Normal School and Indiana State Teachers College; of the files of the *Normal Advance*, the *Statesman*, and the *Sycamore*; of the *Inland Educator*, and the *Indiana School Journal*. Through numerous interviews and correspondence with former teachers and students, much valuable information was obtained, and conferences with members of the present faculty were held to insure

accuracy of statement regarding the purposes and aims of the department. Information recorded in the *Minutes of the Board* was furnished by Dr. W. O. Lynch, who is compiling and writing the history of the College.

The growth and development of the music department throughout the life of Indiana State Teachers College was traced, to show how this growth has paralleled legislation which affected the teaching of music in Indiana.

Legislation is the outgrowth of the interest and attention of the public, and it can be safely assumed that

much of this interest has been due to, the enthusiasm, the ability, and the tireless work of the music teachers of Indiana State Teachers College. Their work was done under difficulties; salaries were lower than those received in other departments, adequate facilities and equipment for teaching were lacking, and the musical background of the students was so poor that only the most sanguine person could hope for far-reaching results. Yet the influence of these teachers, carried into thousands of schools and communities by their students, helped to develop the fine music programs that are found in many Indiana schools today.

Four periods in the history of the school stand out, and reflect their influence on the musical thinking of the times: those of Carrie B. Adams, Luella A. Parr, Lowell M. Tilson, and Arthur D. Hill.

Mrs. Adams' greatest contributions were her enthusiasm and dynamic personality which kindled the spark of interest in public school music, not only in the Normal School, but in the state of Indiana. Her philosophy emphasized

(Continued on page 44)



The College Choir, which shares high music honors with the orchestra and band.

¹A digest of a master's thesis, *The History and Growth of the Music Department of Indiana State Teachers College from 1870 to 1945*, Department of Education, Indiana State Teachers College, 1945. Pp. 60.

They were here . . .

. . . and they have gone

Only a little while ago they were here, playing and working in the little world of campus and town. Their concerns were with coke dates and campus politics, with the coming of green to the shrubs, and weathering mid-terms safely. Their horizons were comfortably near and their hearts were comfortably full. Some of them had never been more than a hundred miles from home. Their lives were warm and brightly varied like afternoon sunlight on these Indiana hills and valleys they had loved so well.

They went, one day, to war — away from their friends, away from the campus, away from home. With tight throats and a quick strong handclasp they turned and went away. They knew war would be no lark. Keeping their chins up was the immediate problem. They went and they wrote back. Sometimes they even came back for a few days. They were changed; they were quieter; they were more manly. They knew what lay ahead. The instruments of death were terrible

and swift. But they did not talk about these things at home; they would not worry those who loved them. In quiet determination they went through training and out to the oceans and the continents and the lonely islands. There they lay awake nights watching the stars they knew back home — the only familiar sights — and dreamed of the touch of a girl's fingers, the light on her shining hair, and the way she tossed her head. So clear and close were some of their memories of home and school and the gang that they smiled joyously, or ached with wanting.

A bitter job was to be done, and they did it. They were afraid in battle. They loved life, every sweet, flowing drop of it. Yet they took hold of themselves and kept on going. That is bravery. That is what changed them from boys into men. Then, by day and by night, in places they had never even heard of before they went away, death found them and stole away dawn and sunset and memory

and the friends they might have had. They poured out the red, sweet wine of their youth that other boys would not have to grow up too fast in the terror of another war; they let go the dear habit of living that we might understand why war must go, and have strength for their sake to oppose even the most influential around us who would lead us away from tolerance and respect for all nations and creeds and individuals upon which lasting peace must be built.

They are gone. And we have work to do. We must be worthy of them. They have given us honor. We cannot live in decent peace with ourselves if we let those who deal in hate and envy lead us back over the road we have come. I have faith that if we bear our burden well our boys will know, and will in ways beyond our seeing live again on our campus, and give what they had left to give in such abundant measure.

— J. ERLE GRINNELL
Dean of Instruction

*The Lord is my Shepherd; I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.*

*He restoreth my soul;
He leadeth me in the paths of righteousness for His Name's sake.*

*Yea, though I walk through the valley of the shadow of death,
I will fear no evil;
For Thou art with me;
Thy rod and Thy staff, they comfort me.*

*Thou preparest a table before me in the presence of mine enemies;
Thou annointest my head with oil;
My cup runneth over.*

*Surely goodness and mercy shall follow me all the days of my life;
And I will dwell in the house of the Lord forever.*

—TWENTY-THIRD PSALM

Gold Star Boys of World War II

John Brettel, Aviation Cadet	ARMY AIR CORPS	Plane crash, November 30, 1942.
Max Bridwell, Lieut. (jg)	NAVY	Died in Navy Hospital at Oakland Calif., Nov. 19, 1944.
Wilson Brown	ARMY	Killed in action in Italy, August 11, 1944.
Robt. Buscher, Lieut.	NAVY	Crashed in Pacific Ocean, May 23, 1945.
Leonard Byrer, Ensign	NAVAL AIR CORPS	Plane crash near Fire Island, N.Y., March 31, 1945.
Joseph Campbell, Ensign	NAVAL AIR CORPS	In action over Pacific, August, 1942.
Warren W. Causey, S/Sgt.	ARMY AIR CORPS	Plane crash in England, July 5, 1942.
John Cleveland, Private	ARMY	North African area, April, 1943.
Ernest Clough, Lieut.	ARMY AIR CORPS	Plane crash in Nixon, Texas, February 28, 1943.
Alfred H. Conrad, Lieut.	PARATROOPER	Arnhem, Holland, September 19, 1944.
Robert Cordell, Lieut.	ARMY AIR CORPS	Plane crash in Australia, February 25, 1944.
Daniel Curran, Private	ARMY AIR CORPS	Died at Wichita, Kansas, May 1, 1945.
Arnold Danner, Lieut.	NAVY	In the South Pacific, January, 1945.
Eugene DeLisle, Lieut.	ARMY	In action in Italy, February, 1944.
William C. Donald, Lieut.	ARMY AIR CORPS	In action over Germany, April 14, 1945.
John Fohrer, Sergeant	ARMY	In action in France, July 6, 1944.
Roland Frost, Lieut.	ARMY AIR CORPS	Collision with German plane in Mediter. April 5, 1943.
George Hadley, Lieut.	ARMY AIR CORPS	Died at Tampa, Florida, December 6, 1944.
Herbert W. Hall, Lieut.	NAVY	Died at Hayward, California, July 21, 1944.
Charles R. Hamilton, Lieut.	ARMY	Island of Noemfoor in the Netherland East Indies.
James Hannon, R'diom'n, 3/c	NAVY	On cruiser Savannah, September 22, 1943.
James Houchins, Lieut.	ARMY AIR CORPS	In action over Wake Island, May 18, 1944.
Verle Houchins, Pfc.	MARINE CORPS	Died aboard USS Bountiful, August 5, 1944.
Fred Huss, Lieut.	NAVAL AIR CORPS	Plane crash in bay near Monterey, Calif., June 18, 1943.
John Kohl, Pfc.	MARINE CORPS	In action near Philippines, December 13, 1944.
Earle Krampe, Lieut.	ARMY	Killed in action in Germany, March 26, 1945.
Lawrence Lewark, Cpl.	ARMY AIR CORPS	Plane crash in Texas, January 13, 1943.
John P. Martin, Private	ARMY	In action in New Guinea, April 23, 1944.
Sherman Lee Maurey, Pvt.	ARMY	In action in France, August 25, 1944.
Robert McCormick, Lieut.	ARMY AIR CORPS	Bombing Mission, North Africa, July 24, 1942.
John R. McCune, Pfc.	ARMY	In action on Manila, February 13, 1945.
Harry McCain, Private	ARMY	Drowned in English Channel, December 25, 1944.
Edison Merrill, Staff Sgt.	ARMY AIR CORPS	In action over Italy, January 21, 1944.
Robert Mosele, Lieut.	ARMY	In action on Luzon, February 7, 1945.
Alfred Myers, Lieut.	ARMY AIR CORPS	Plane crash in Kansas, September 18, 1942.
Dow K. Payton, Lieut.	ARMY	In action in Italy, February 20, 1945.
Keith Peachee, Ensign	NAVAL AIR CORPS	Plane crash off coast of Florida, June 26, 1942.
Robert D. Perkins, Lieut.	NAVAL AIR CORPS	Plane crash near Jacksonville, Florida, March, 1944.
Kenneth B. Quillian, Cpl.	ARMY	In action at Kerkrade, Holland, December 4, 1944.
Ernest Reynolds, Ensign	NAVAL AIR CORPS	Plane crash near Los Angeles, January 6, 1944.
Joseph E. Schell, Pfc.	MARINE CORPS	In action on Okinawa, April 24, 1945.
August Siefertman, Lieut.	ARMY AIR CORPS	Plane crash in Carribbean area, September 28, 1942.
Jared Simms, Lieut.	ARMY AIR FORCES	Automobile accident, Oklahoma City, January 17, 1943.
Robert Snyder, Captain	ARMY AIR CORPS	Over Yugoslavia, June 21, 1944.
Walter Tormohlen, Lieut.	ARMY AIR CORPS	In action in Italy, April 1, 1945.
Raymond Turpin, Lieut.	ARMY AIR CORPS	In crash of TWA plane, Hanford, Calif., Nov. 4, 1944.
John Voll	ARMY	In action in France, July 29, 1944.
Hugh F. Wood, Sgt.	ARMY	In action in Germany, March 18, 1945.
William Woodard, Lieut.	ARMY AIR CORPS	Crash in England, November 15, 1943.
Paul S. Worley, Lieut.	ARMY AIR CORPS	Crash near enemy target at Arezzo, Italy, Dec. 28, 1944.
Maurice Wren, Staff Sgt.	ARMY AIR CORPS	Crash over Bremen, Germany, November 13, 1943.

PRO PATRIA

This year we are paying special tribute to graduates and former students who have given all for the cause of freedom. At this time there are 1728 names on the Service Roll of Indiana State Teachers College. Of these, 1657 are men and 91 are women students.

MISSING IN ACTION:

George W. Smith
George Blanford

Harrison Kendall
Robert Guthrie

Ernie Thorgren
Rex Hopkins

Ray Phillips
Maldon Titus

PRISONER OF WAR:

Edgar Morris (Japan)

RELEASED PRISONERS:

Haldon Haywood
Charles Lucas

Frank Miller
Thomas Coakley

Paul Terrell
Everett Musselman

Richard Whitlock Clarence Scherer
Woodrow Suttle William Musselman

In Memoriam

Lawrence McTurnan

November, 1874 - September, 1945

On the campus of Indiana State Teachers College, during the days of its Diamond Jubilee, the figure of Lawrence McTurnan moved familiarly as it had so faithfully for almost half a century. His loyalty and devotion to his college from which he graduated in 1897

was voiced in continuous active participation in its growth and progressive development; his worthy representation of that college as a distinguished alumnus was evidenced by his educational leadership in Indiana and in the nation.

In tribute to this leadership and in recognition of the spirit of generosity and of service which Mr. McTurnan so fully signified, the Alumni Association of Indiana State was pleased to welcome him as their honored guest at their Jubilee meeting, on the occasion of the unveiling of his oil portrait as it was formally presented to the College.

That portrait is now a memorial portrait, for Lawrence McTurnan concluded his years of rich, vibrant living on September 26, in Lagro, Indiana. The college to which he gave so unselfishly bade him good-bye in the glory of his honored presence at its Diamond Jubilee.

The Alumni Association remembers him as the founder of and frequent contributor to the Parsons-Sandison Living Memorial Fund, for worthy students; as the originator of the "book and torch ceremony" with which each graduating class is traditionally received into the Alumni Association at commencement; as a beloved past president of the Association; and as an able member of its Executive Council. Few college or Alumni functions were complete without his

presence; in twenty years he had not missed a commencement exercise.

His achievements and recognitions in the broad fields of education were country-wide in extent. He was Superintendent of Schools in Madison County from 1897 to 1902, acting city superintendent of schools in Alexandria from 1902 to 1903, and assistant state superintendent of schools from 1903 to 1909. From that time until 1935, he was corporate secretary for Laidlaw Brothers, educational publishers, devoting his time to the writing and editing of books planned toward the inspiration of youth to leadership and competence in community living.

In addition to other activities, Mr. McTurnan authored several books, including *Personal Equation*, written in 1908; *Guide Books to Literature*, in 1924, in collaboration with J. O. Englemann; and in 1938, with Wellons and Smith, he edited *Junior Anthology*, for the junior high school.

At the time of his death, Mr. McTurnan was director of the National Rock Wool Corporation, and a member of its executive board. His administrative career in the manufacturing business dated back eight years, to 1937.

Lawrence McTurnan's brilliant, productive life span of seventy-one years is a coincidental parallel of the seventy-five years of the college which he loved so much. His spirit will continue his leadership through centennials to come; and future alumni gatherings, although they will not hear his voice, will know full well that his benevolent service and generosity are perpetuated through channels that will not die.

—RALPH N. TIREY, *President*
Indiana State Teachers College



- - *In Memoriam* - -

In the memories of many of those participating in the Diamond Jubilee were recollections of other anniversaries and other Jubilees, and in particular were recalled the festivities of the Semi-Centennial of 1920. At that Golden Jubilee, as twenty-five years later, Indiana State Normal honored and was honored by its illustrious alumni. Among the graduates who had even then attained distinction was John E. McGilvery.

Dr. McGilvery began his teaching career in the rural schools of Indiana, continuing until 1890, when he became an assistant on the faculty of the Indiana State Normal School. The following year he became principal of the High School at Paris (Illinois), and, later, at Freeport. For more than a decade he served as principal of the Cleveland City Normal School in Ohio, and as superintendent of the Cleveland City Farm School for Boys.

In 1910, he became head of the Department of Education, and Acting President, of West-

JOHN E. MCGILVERY
Jan. 6, 1867 - Oct. 4, 1945

- - -

ern Illinois State Normal School at Macomb, Illinois. Here he originated and put into practice the extension system of study, which has now been so widely adopted by colleges and universities. When he went to Kent State Normal College as its first president, in 1912, he put the extension system into effect in twenty-one northeastern Ohio cities, thereby reaching a student body of eleven hundred. Under his leadership, Kent grew from a State Normal College to a State University, the transition being completed in 1926 with the formal recognition of university status evidenced by the change in the name of the institution. Dr. McGilvery continued to direct Kent State University until 1934, when he joined the presidential emeriti. He made his home in Kent until the time of his death, October 4, 1945.

Dr. McGilvery graduated from

Indiana State Normal School in 1890, and received his A. B. degree from Indiana University in 1895, where he also continued his graduate study. In 1915, Miami University (Ohio) conferred upon him the honorary degree of Doctor of Pedagogy. He was a member of the National Education Association, the Council of Normal School Presidents, and the National Sabbatical Leave Association, of which he had been president from 1926-1941.

He was a stimulating speaker and a dynamic teacher. Among those who, as students, drew inspiration and encouragement from his lectures and institutes in their early years of teacher preparation, was Dr. Ralph N. Tirey, now Diamond Jubilee President of Indiana State Teachers College. In the passing of Dr. McGilvery the teaching profession has lost an effective leader; there is but the consolation that his students and colleagues will continue to strive for the ideals toward which they mutually aspired.

●

I T IS WITH SORROW that this final issue of the Jubilee triumvirate pays memorial homage to two men, honored in the seventy-fifth anniversary, who have passed away in the few short intervening months. Indiana State is proud and grateful to have had one last opportunity, at the Jubilee, to pay public tribute to Lawrence McTurnan and John E. McGilvery. Their memory and influence will linger on in the tradition and activities of their Alma Mater.

This Brave New World

Mary Maxine Aitken

Graduating Senior
Indiana State Teachers College

Miss Aitken was selected as class day speaker at the Alumni-Senior Dinner of Jubilee week, on the eve of Commencement. During her undergraduate work at ISTC she has appeared on round table and discussion forums, and occasionally on radio programs. Following her graduation she was awarded a fellowship for research in penicillin in the Graduate School of Purdue University.

There is so little time for all that man should do. "So little time"—how many centuries have those words been used with no thought of the beauty in its phrasing; and then a novelist came along and used them as a title for a book, and put the words on every tongue. It is often so, that writers, with a stroke of genius, can popularize a phrase or saying.

Back in 1932, Aldous Huxley wrote a book, and for its title he used three words from a famous Shakesperian passage—"brave new world"—words that men had used for eons, yet when Huxley used them and brought them to the attention of the public they assumed new proportions. Even to those who did not read the book, the words, "Brave New World," held meaning. Perhaps the group for which the aspects of a *brave new world* were most alluring, is the age group represented in the current graduating class. Although the book and its title were new in 1932, we grew into them quickly. They meant much to us, for more than any other age-group we had spent our lives dreaming of a "brave new world" or at least a world answering that description. Most of us were born during the postwar boom



following the last war; before we were able to enjoy the prosperity—or what was thought to be prosperity—the market collapsed and depression had come. Most of us cut our teeth and grew to childhood to the tune of, "Prosperity is just around the corner."

We turned many corners, but prosperity was never where we expected it to be. From depression, we went to recession; and, although the name was different, we still suffered. At last things did begin to improve, and we reached for the prosperity of a brave new world. This time it seemed impossible that those castles of prosperity could be mirages—and they weren't. They were real; wages rose and there was enough money for the things which made for better life—but the foundations of the castles were built by war. One by one, we saw Poland, Czechoslovakia, Greece, Finland, Holland—all of them—fall, and our dreams of a brave new world again collapsed. Finally, our own country entered the war—and even the hope of the beautiful future disappeared.

Now we are on the threshold of a peace, and our generation has once again conjured the vision of a Brave New World. But *this time*, the brave new world is in our hands—to make, to mold, or to break. We start at rock bottom—economically, culturally, and, in some cases, even morally. We can make a grotesque civilization that mocks at our ideals of education and religion and culture, or we can build a civilization that will stand as a monument to our generation. This is our golden opportunity; this is our opportunity as teachers.

When I say "teachers," I do not mean "classroom teachers," solely, be-

cause some of us will not turn to teaching as a profession. Some of us will be teachers, but others will be housewives, mothers, bookkeepers, nurses, farmers, or clerks. Whatever profession we enter, we will be recognized by our associates as college graduates. By our conduct and our ways of thinking, we will be looked upon as leaders, thinkers, doers, teachers—teachers who can help men around them mold their thinking into the right patterns. No matter where we are, we never lose the right, the ability, and the opportunity to teach others.

We cannot create a brave new world by ourselves, but we can educate others to help us. Again I say, "This is our golden opportunity." This is our chance, not to build a lean-to to civilization, not to add a few rooms to the structure that is civilization, but to gather up the building blocks and create a beautiful new monument that will eliminate wars, poverty, hatred and prejudice—a truly brave, new world.

THE JUBILEE YEAR DRAWS TO A CLOSE

With this issue, the JOURNAL concludes the Jubilee Triumvirate, which has been presented in the July, September, and November numbers. In these three JOURNALS will be found the full proceedings of the many addresses and activities of the seventy-fifth anniversary.

The close of 1945 will bring with it the conclusion of the Diamond Jubilee year of Indiana State. As the final year of three-quarters of a century of devoted participation to the profession is recorded, the College looks ahead to the centennial—a "Century of Progress in Teacher Education."

Teachers College Journal

The Postwar Challenge to Teachers

This brief message was the president's farewell to the Jubilee graduating class of June, 1945. Delivered at the commencement which climaxed a week of festivity and commemoration, it summarized the ideals and philosophies which had been expressed by visitors, faculty, and alumni throughout the Jubilee.



Jubilee Commencement, June, 1945.

Do you want to become a great teacher? Unless you are alive,

unless you are a free spirit thinking for yourself, unless you guide your teaching by a spirit of understanding rather than by the electric clock, there is no hope. Only a dynamic spirit begets other free, dynamic spirits. The sine quo non of efficient education is an efficient public school teacher, that

is all; and an efficient teacher is a free spirit with a passion for souls.

Oh, for a hundred thousand of them right now to develop in this and the next generation the power necessary to beat our guns into farming tools; to change our monopolies into profit-sharing guilds, and our rivalries

of humanity.

All in one, the great teacher must be a prophet, an artist, a friend, a citizen, an interpreter, a builder, a culture-bearer, a planner, a pioneer, a reformer, and a believer. That is the challenge that rings out today.

—RALPH N. TIREY, President

into co-operative service for the common good; to develop the moving picture in the right direction, and to christianize our churches and bring in everlasting peace and the federation of the world. Nothing but a democracy of free spirits, dynamic and unafraid, in self-forgetful co-operation for the common good can realize the divinely inspired vision

An Invocation

In the name of the Father, and of the Son, and of the Holy Ghost. Amen.

O God, who has made man a little lower than the angels, endowing him with a mind to know Thee and with a will to love Thee, grant that in the fulfillment of Your command to subdue and rule the earth, every science and knowledge in this institution may be but a means of bringing men to the knowledge and love of Thee. Grant that those who leave these sheltering walls in merited graduation may in turn be like stars

in word and deed, to guide others to Thee and the haven of eternal happiness for which Thou has created all men. Endow all with that greatest of all wisdom and knowledge, the gift of faith; that from the created they may rise to the Uncreated; from the visible to the Invisible; that one day this living and abiding faith may lead to Thy Throne and their eternal destiny.

In this hour of terrible conflict, when the whole world is at war, we would ask, O kind Father, protect those boys of ours who are fighting for their

ideals of God and country, and hasten the day when peace may again hover over the world and they may safely and securely come home to their loved ones. And may a peace be founded on justice and charity and be established in the whole world, and through knowledge and fraternal love be made secure for all generations until we finally enjoy the self same with You, forever in Heaven. Amen.

VERY REV. H. F. WINTERHALTER
St. Margaret Mary's Church
Terre Haute, Indiana

Gullible Travels

Harry E. Elder

Registrar

Indiana State Teachers College

Just as days of peace followed the wartime days of the Jubilee, so the close of the anniversary activities pointed to plans for the days ahead. If the future is to be worthy of the price which has been paid for it, re-evaluation of attitudes and clarification of principles must be a basic part of reconstruction. Mr. Elder, an alumnus of Indiana State and now College Registrar, has presented some poignant inconsistencies for careful scrutiny.

Gullible was born and reared in the greatest country on earth — "the land of the free and the home of the brave." His country is a "melting pot" in which all men are brothers and in which there is equal opportunity for all regardless of race, color, creed, wealth, or "pull." While still a young boy in a one-room rural school he learned that anyone, constitutionally eligible, may be elected to the high office of president. His country was a democracy!

As it happened, Gullible grew to manhood on a small, primitively equipped farm in the middle west. Wilderness, swamp land, cattle paths grown into winding wagon trails, and wild life — both plant and animal — together with parents of high ideals and habits of industry, constituted the environment in which he "lived, moved, and had his being." In these circumstances any young man considered himself "dressed up" when he had on a new pair of "Oshkosh B'Gosh Overalls." It must be remembered that his country is one in which



people in overalls enjoy the same opportunities and are held in the same esteem as those in broadcloth; it was a democracy!

Because he was fortunate enough to have ambitious parents, Gullible was among the less than one per cent of the young men of his township to attend the high school which had been organized in the county seat several miles across the swamps and timberlands a few years before. It must be remembered that in a country such as his everyone has an equal opportunity to get an education as well as to be elected president!

In high school, Gullible found a curriculum which seemed far remote from the everyday life of his community. Neither Gullible nor his classmates knew much about a democracy but it was generally understood that they all lived in one. Whether the high-school curriculum was an illustration of what democracy is or what it is not may still be debatable. At any rate, all students studied Latin, Ancient History, mathematics, English, and science until, without having an opportunity for a single elective course, they had completed everything offered by the school and, incidentally, had acquired the sixteen units of credit required for a diploma. There seemed no recognized conflict between the principles of democracy and the fact that only a very small percentage of Gullible's classmates of the freshman year survived the curriculum and received high-school diplomas. No one seemed to doubt that all had enjoyed equal opportunity — the chief characteristic of democracy; and — after all — they did live in a democracy, didn't they?

Even though while in high school

Gullible was carefully shielded from learning too much or from having his curiosity aroused about real social, economic, and political problems, he did learn to read a little. As time went on, strange books and papers came into his hands which stirred his imagination and kept his mind open. Finally, as old trails became highways and transportation facilities improved, he not only crossed the borders of his home county but he even crossed state lines; and as he traveled, actually and vicariously, he always remembered that he lived in a democracy. Possibly, if he lived long enough and kept his eyes and ears open, he might learn the exact meaning of the term and understand just how ideal the social fabric of "the land of the free and the home of the brave" really is.

Because, in his more realistic moments, Gullible realized that, after all, most of his travels would necessarily be vicarious, rather than actual, he set out to put meaning into the word democracy by seeing what others say about it. Naturally, he consulted Webster first. Here he found such stereotyped assertions as these: It is "government by the people," a "government in which supreme power is retained by the people and exercised by representation, as in a republic"; it is, in reality, the practice of "social equality," the "disregard for social barriers," and the "absence of snobbery."

Leaving the dictionary for further illumination, Gullible found that Giuseppe Mazzini, Italian statesman of the last century, defines it as "the progress of all through all, under the leadership of the wisest and best"; he found John Dewey defining it as "an amicable co-operation in promoting a freer and more humane experience in which all share and to which all contribute"; and from Herbert Agar he learned that according to the principles of democracy "everything must be within humanity, nothing against humanity, and nothing outside humanity." From these and many other writers and speakers Gullible felt that he had a fairly adequate conception of how democracy in action would

Teachers College Journal

look; from all available definitions it must resemble heaven itself.

Because of his burning desire to learn for himself the wonders of which he had been reading, Gullible traveled — vicariously — north, south, east, and west, and through a long period of time to many representative nooks and corners of “the land of the free and the home of the brave.” He saw many conditions as he had visualized them as a result of his study of Webster and the writings of other statesmen and students of society; but he saw and experienced many other conditions for which his previous experience had not prepared him.

As previously defined, a democracy is “an amicable co-operation in promoting a freer and more humane experience in which all share and to which all contribute.” After Gullible had read and attempted to interpret this definition, he assumed that each citizen shared in proportion to his contribution to the whole of society. Imagine his surprise when he learned, through both vicarious and actual experience, such facts as these: (1) at times one-half of all the families constituting the democracy were living in poverty; (2) at the period of greatest prosperity one-tenth of one per cent of the families at the top, with incomes in excess of \$75,000, received almost as much of the total national income as 42 per cent of the families at the bottom of the income level; (3) a few years before the opening of World War II, two thirds of families were living below the poverty line, and over 10 per cent were in a state of pauperism. Concurrent with such poverty, Gullible saw “sweat shops,” highly wasteful industrial methods, conspicuously wasteful consumption, short-sighted greed, protracted unemployment, idle money, undeveloped natural and human resources beyond comprehension — “man’s inhumanity to man.” But this was all a part of democracy for it was all within a democracy!

From his early reading and formal education Gullible had received the impression that democracy did not discriminate between persons of dif-

ferent races. He had learned that there was no one superior race. He had learned that men and women of all races, regardless of color, were human and capable of making contributions to civilization for which they were rewarded according to individual merit. Race prejudice was without scientific support and, of course, had no place in the land of the free and the home of the brave. The Civil War had been fought over the issue of slavery and had made the Negro free; constitutional amendments had guaranteed his citizenship and his right to vote. But in spite of science, the rights of man, and the explosion of the myth of superior and inferior races he found “Jim Crow” cars, lynchings, “grandfather clauses,” special suffrage qualifications, and other malpractices imposed upon a large sector of the population of his native land. In fact, such restrictions were so effectively applied that in one part of the country only one-seventh of one per cent of the Negroes are permitted to vote and they were also “excused” from jury service. In the same section of the country racial discrimination was practiced in other ways. Two illustrations will suffice: (1) the census of 1930 showed that Negro teachers with only 70% as much college preparation as white teachers taught 40% more children for 55% less salary; (2) the farms of Negroes averaged, in 1930, 45.2 acres while the average size of farms owned by whites was 121.8 acres. It was not surprising, under such conditions, to see a Negro run for vice-president on the Communist ticket in 1936. Regardless of race, color, or previous condition of servitude, one has a perfect right to run for any office on the ticket of his choice in a democracy.

In describing life in a war relocation center, both Caucasian and Japanese observers speak quite bluntly and objectively. Says the Caucasian: “How can you teach democracy in a concentration camp? Or praise labor standards where people get \$4.00 for a 44-hour week, and nothing for overtime? Or talk about racial equality when the Caucasians on the WRA

staff are setting up a whole Jim Crow system of their own? Look at these little boys. They used to worship football players; now they follow the toughest gang leaders and the gangs get tougher and fight one another and steal.

“I read in a paper how a minister said we oughta be satisfied because we are being well-fed and housed and given a chance to work. Is that all living means to that guy? Betcha that same fellow talks a lot about liberty and spiritual values when he’s thinking about Hitler. The Caucasian history teacher told her class: ‘Today we will study the Constitution’; and the class laughed and tittered so that they never did.”

A Japanese reports on a WRA center in these words: “Objectively, and on the whole, life in a relocation center is not unbearable. No one is pampered, and at the same time no one is starving or sick because of neglect. What is *not* so bearable lies much deeper than the physical make-up of the center. It is seen in the face of Mr., 65, a Montebello farmer; in the face of Mrs., 50, a grocer’s widow from Long Beach; in the face of little John, 9, son of an Oakland restaurant owner; in the face of Mary, former sophomore from U.C.L.A. and the daughter of a Little Tokyo merchant. Their faces look bewildered as they stare at the barbed wire fences and sentry towers that surround the camp. Their eyes ask: Why? Why? What is all this? K. E., serious-looking ex-farmer has made up his mind. He says: ‘I am an American citizen. I have never been outside of the United States, and I don’t know Japan or what Japan stands for. Because my parents were not considerate enough to give me blue eyes, reddish hair, and a high nose, I am here, in camp, interned without the formality of a charge, to say nothing of a trial. Does the Constitution say that only white men are created equal? Put me down as disloyal, if you will, but I’m going where I won’t have to live the rest of my life on the wrong side of the tracks just because my face is yellow. Keep

me in camp for the duration. I will find my future in the Orient!

"Mrs., elementary-school teacher appointed by the WRA, sighs as she looks toward the little children in shabby but clean clothes. 'To be frank with you, it embarrasses me to teach them the flag salute. Is our nation indivisible? Does it stand for justice for all?' Mr., technically an enemy alien after forty years' continuous residence in California says: 'For forty years I worked in central and southern California. I never went back to Japan and I have no interests there. Don't ask me what I think of Japan or about Pearl Harbor. I don't know. What I know is that *this* is my country, and I have given my *only* son to its army; I hope that he will make good'."

Before Gullible was fifteen years of age he had studied the Constitution which had been adopted by the "founding fathers" of his country. In its first amendment he had read: "Congress shall make no law . . . abridging the freedom of speech, or of the press . . ." It was assumed that this meant freedom to speak and write according to the dictates of one's own conscience and understanding. While Congress has respected this provision, Gullible has found that some groups outside of Congress have not been so broadminded. Boards of regents of great universities have dismissed professors and administrators whose opinions were at variance with those of the regents. In some communities even the candidate for the high office of president on the ticket of a minor political party has been prevented from speaking by mob violence. If the university regents and mobs can succeed in maintaining such tactics, it will be necessary to assume that freedom of speech, freedom of the press, freedom of the radio, as well as academic freedom are not guaranteed in a democracy. But, after all, the Constitution only says that Congress shall make no law abridging free speech; abridgments which may be accomplished *outside* of Congress and *without* law are too fluid and too numerous for Gullible to comprehend.

And what about the proposed Twenty-Second Amendment to the Constitution? Gullible has always believed that the Sixteenth Amendment authorizing Congress "to lay and collect taxes on incomes" — without limiting the percentage of a total income which could be so collected — was a democratic part of the law of the land. He has always believed that great concentration of irresponsible and idle wealth has been the enemy of democracy. Such wealth financed Hitler and Mussolini in their rise to power and has supported the war party of Japan. In spite of the facts that the proposed change in the fundamental law would nullify the Sixteenth Amendment and would be "a perfect dodge for enabling multimillionaires to escape paying their just share of the war debt" and other governmental expenditures, seventeen of the forty-eight state legislatures of the "land of the free and the home of the brave" have requested Congress to call a convention for the purpose of proposing a tax limitation amendment. Could it be that the upper one-tenth of one per cent of the population will be able to hoodwink the rank and file of the citizenry of the nation? Could it be that Gullible is mistaken in believing with at least one congressman that the group working for this Twenty-Second Amendment is "the most sinister lobby ever organized?" So much money is being spent to secure this change that Gullible can't be quite sure what "democratic" group of citizens is attempting to buy amendments to the Constitution of a democracy!

While encountering the preceding and dozens of other apparently paradoxical conditions in the "democracy" of his country, Gullible has begun to question his own conception of the meaning of the term. It may be that he has visioned an *achieved* rather than an *evolving* Utopia. It may be that moving in the right direction is preferable to the attainment of a goal. It may be that a limit which may be approached but never reached is the sine qua non of the continued progress of mankind. It may be that a set of

goals to be approached — striven for by all the people — is preferable to final achievement, unless higher goals appear concurrently with the achievement of previously established ones.

Democracy in its best sense must be a continuous process of furnishing greater opportunities for a more enriched life to greater numbers of people throughout all time. For the immediate future Gullible recommends the following goals: (1) an industrial system that will have as its only limit the man power available for production; (2) a complete acceptance of the principle that there is no such thing as a surplus until after every man, woman, and child in the country is adequately housed, adequately clothed and adequately fed; (3) recognition on a national basis that no human being in the lowest income groups need suffer hunger, penury or degradation through causes beyond the control of the individual or his family; (4) an understanding of the fact that the consumer is not the one who can buy, but the one who can eat food, wear clothes, live in a house and use appropriately other products of industry and agriculture; (5) the establishment not of a ceiling but a floor of living for every human being in every community; (6) educational opportunities which will permit and provide a reasonably complete development of every child of every family to the extent of his inherent capacities.

When Gullible's homeland has achieved the foregoing list of goals it will serve as a genuine inspiration and challenge to the rest of the world to do likewise. But how can this be done? The answer is fairly simple. Instead of permitting unemployment totaling one hundred million man-years of enforced idleness in a decade, or instead of two hundred billion dollars' worth of wasted production, insist upon 100% employment and 100% consumption. When this is done the products of peace will take the place of products of war.

Full employment and full consumption, together with unhampered opportunity for the complete realization

Teachers College Journal

of human values, are just as possible and far more desirable than the old sequence of War, Prosperity, Depression — War, Prosperity, Depression.

Anthony . . .

(Continued from page 32)

By objectivity, I mean the ability and willingness to see things as they are without reference to personal bias or vested interests. By tolerance I mean the ability and willingness to have genuine respect for the personality and thinking of others. We have too much tolerance of the kind which is endurance of others rather than genuine respect for them. The end of teacher education is social. Its process also is social, and it must not lose sight of human values.

Parker . . .

(Continued from page 27)

What guidance should these students have had in college that would help them better to meet the problems of this changing world as they exist today? Home economics in the school is supposed to help people toward improved living. The student who came from a poorer home can go back to the mountains of Kentucky and can do many things which she could not have done had she not gone to college. She can do some things in her own home which will help children. But was she given the guidance that could have given the greatest help to her?

Another problem which seems to me very important is the problem of evaluation. How can these students, themselves, evaluate their own work — their own personal development — to know whether or not they have achieved their objectives? Have they achieved these goals and developed them in such a way so that they can go back as good teachers and help improve the living conditions in the schools from which they come?

The selection of students for prospective teachers certainly is impor-

tant, but it is equally important that there be in colleges a selection of experiences that will fill the gaps that are lacking in their former training and home experience. Teacher education in the years ahead must provide for its college students the guidance services it already recognizes as imperative in elementary and secondary education.

Maehling . . .

(Continued from page 28)

coming interested in long term preparation of teachers for the very young child and are adjusting their curricula to include courses which will give students a thorough knowledge of the growth, development, and needs of young children, and teach them how to work with them.

The next area that needs attention is that of guidance. There are many evidences of an increasing need for preparing teachers more thoroughly for activities which may be classified in the general category of guidance. Helping students to acquire the ability to get along co-operatively with each other must become an inseparable part of a teacher-training program. I was in a conference just the other day with heads of some of the biggest corporations and industrial concerns in America. We were trying to get these representatives to evaluate the schools and to suggest areas in which we needed to place more emphasis. These men unanimously suggested that if the schools could teach boys and girls and men and women to get along together, to live together, to know how to work with each other, that they felt that would be the biggest contribution the schools could make. They had no complaints to make in other matters. They said their biggest problems were to get their workers to get along with each other and work together, side by side, peacefully and harmoniously. That, I think, is in the field of guidance and in that field there is need for further expansion.

Another field that needs emphasis

is health. The struggle for survival developed first our physical skills, then our intellects, and finally our social consciousness. The recent report of Wartime Health and Education to the United States Senate Committee on Education and Labor, pursuant to Senate Resolution 74, pointed out some glaring facts that educators should recognize. They said that approximately four and one-half million young men had been found unfit for military service because of physical and mental defects. More than a million have been discharged from service because of defects other than those sustained in battle. One and one-half million men now in uniform were rendered fit for service only through medical and dental care after their induction. The Bureau of Research and Statistics of the Social Security Board, in 1944, estimated that approximately 7,000,000 persons in our country are disabled by illness in an average day. They also pointed out that 1,500,000 man-years of work are lost annually by workers in America. The health education program must shift from a subject-matter to a functional program.

The last phase of the expansion program for teacher education is a consideration of rural education. Rural children constitute more than one-half of the nation's children, but they have only thirty-eight per cent of the available school funds. The average salary for rural teachers is \$959. The average salary for urban teachers is \$1955. Fifty-two per cent of the nation's teachers are in rural schools. One hundred eighty-nine thousand sixty-two school buildings are rural; that means that 83 per cent of all the school buildings in America are rural. Of these, one hundred eight thousand are one-teacher schools. Eighty-six dollars is spent annually per pupil in average daily attendance in rural schools; one hundred twenty-four dollars is spent in urban schools. Certainly to train teachers for the problems in rural education is one of our big problems for our teacher training institutions.

Hall . . .

(Continued from page 33)

bodied the belief that music was all-important for the well-rounded development and happiness of every individual.

Miss Parr stressed the cultural value of music. Through her influence, the students and citizens of Terre Haute were given the opportunity of hearing many great artists. The entertainments given under her direction were noted for their professional touch.

Mr. Tilson exerted a great influence on the teaching of music in Indiana through his work on courses of study for the state. The annual music festivals and contests were an important development during his years of teaching. Under his direction the A Cappella Choir became an outstanding organization.

In his present leadership, Mr. Hill is guiding the expansion of the music program from a somewhat unsymmetrical form into a well-rounded, integrated course.

Under the guidance of these teachers, the department has developed until at no time other than the present have such splendid opportunities for broad musicianship been presented to the special music student. Required participation in the three major ensembles — chorus, orchestra, and band — assures thorough training and wide experience for him.

It is believed that a comprehensive course in music education should be a requirement in the training program of elementary teachers, thus enabling them to supplement the work of the special music teacher. With such a program, the slogan, "Music for every child, and every child for music," bids fair to become a reality.

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Around the Reading Table

(Unsigned reviews are by the acting editor.)

Organization and Administration of Secondary Schools. By Harl R. Douglass. Boulder, Colorado: Ginn and Company, 1945. Pp. 660+xii. \$4.00.

This is a revision of Mr. Douglass' book by the same title which appeared in 1932. The author has very ably combined in one volume a body of subject matter which gives the reader a clear picture of the best modern practices in the various phases of secondary school organization and administration.

The author has realized that only a small part of the problem of administering a school has been solved by objective researches; therefore he does not burden the reader with a voluminous amount of tabular materials. Yet he does utilize data derived by scientific research when those data definitely point the way to better administrative practices.

It is refreshing to note that Mr. Douglass does not, unlike many others writing books on the subject, attempt to review the entire history of the development of secondary education. He sticks to the subject of the administration of the secondary school and rather cleverly omits treatment of certain topics which might be considered administrative in nature, but are generally classified more properly as supervisory functions.

A quick glance over the table of contents might cause one to ask the question: why write this new book when most of the chapter headings appear to be no different than those headings of several earlier text books on this subject? But upon closer study of the contents one finds that approximately fifty-four pages of the book are devoted to *Organization and Improving the Guidance Program*. Treatment of this topic is unique and the reader should derive much help from the two chapters on Guidance.

The volume is well-bound and well-printed, considering the type of paper available for war-time printing. It has a running table of contents, adequate index, and better-than-average study equipment, consisting of a well-chosen bibliography of related materials. The book is physically a very satisfactory publication.

Finally, the reviewer would recommend the book as suitable for furnishing the basis of material to be presented to college students in either the undergraduate or graduate school in Secondary School Administration classes. It should prove to be helpful, also, to those school administrators who are striving to keep abreast in their practices with the best progressive guiding principles of administration.

— OLIS G. JAMISON

Chairman, Department of Education
and Acting Dean of Instruction
Indiana State Teachers College

Emotional Factors in Learning. By Lois B. Murhy, and Henry Ladd. New York: Columbia University Press, 1944. Pp. 404+vii.

Many colleges have attempted to adjust education to individual needs and to improve personality adjustment. At Sarah Lawrence College (for women) under a five-year grant from the General Education Board, full and intensive case studies of the educational development through four years of a considerable number of students were prepared. With these materials the authors have constructed an account, under the above-given title, of a plan of general college education which emphasizes the relation between personality make-up and ways of learning.

The volume includes twelve general chapters dealing with various aspects of "The Development of an Educational Point of View" and a series of

Teachers College Journal

full case reports which comprise about half of the book. It is hoped that the following summary will give the reader a rough idea of the viewpoints and procedures.

Helping each student "to achieve maturity, competence, and confidence in her ability to deal with problems" is called "a major task of education." One finds in these pages reference to all the defects of personality that require attention — aggressive attitudes, anxiety, conflicts, constraint, defiance, and so on to the end of the alphabet. It is apparent that the usual college subjects are offered, but there is little evidence of stress on academic achievement as an objective.

As to ways and means, the first point to be noted is that the staff members aided each student in selecting just the right subjects to meet her emotional needs. Then, too, there were tests, weekly conferences, and committee meetings, for the purpose of properly diagnosing and guiding each individual. Finally, great stress was placed on the therapeutic value of teaching in freeing the individual "from blocks and inhibitions that interfere with responses to new ideas or problems."

In five chapters dealing with various problems or difficulties in learning, emotional factors are predominant. For example, anxiety is stressed as a cause of both preoccupation with details and vagueness in writing.

It would be impossible to evaluate this procedure in a few sentences. Certainly the pattern of college work described is unusual, challenging, and suggestive. The leadership of richly endowed and progressive colleges such as Sarah Lawrence is needed in exploring the possibilities of improving general college education.

— E. L. WELBORN
Professor of Education
and Director of Research

Indiana State Teachers College

Political Parties: An American Way.
By Franklin L. Burdette. New York,
New York. Public Affairs Commit-
tee, Inc., 1945. Pp. 32. \$0.10.

November, 1945

Democracy, like charity, begins at home or it doesn't begin. It radiates out from there to the local unit of government, to the state and to the national government in Washington. Democracy, to be genuine, can't be handed down from the top. That would mean dictatorship. It must begin with the people in their smallest unit of government and by a sort of process of osmosis rise to the highest unit of government.

One of the most reliable safeguards against totalitarianism in America is the two party system. A multiplicity of parties was demonstrated to be baneful in Italy, France and Germany. The dictator can tolerate no opposition party. We in America strike a happy balance in the maintenance of the two party system. To be effective the two parties must be fairly evenly balanced. That means that the party in power must always be aware of opposition and of the possibility of replacement by the party out of power.

It is through the instrumentality of party that the people give expression to their ideas of the principles and policies of government. This fact would seem to be about as applicable to local as to national government. That is, practice of and participation in party politics should not be restricted to the national sphere but should be local to be effective. In this manner the citizen can get his political education, the party can be adequately organized, and democracy can be maintained.

Dr. Burdette, in an unprejudiced, nonpartisan way, discusses the place of parties in a democracy, gives a brief history of American parties, and explains their services and organization. He lists three services of the party. (1) establishing and operating "a system of nominations, namely the convention and the primary." (2) "the selection of issues for public debate, deliberation and decision." and (5) "voter education." Frequent elections make it possible for the people to hold the parties reasonably responsible.

That many aspects of party politics

are controversial is common knowledge. Should candidates be nominated by convention or primary? Should the primary be open or closed? Should Congress exercise greater power in establishing the details of election procedures or should this be left to the states? How can parties be honestly financed? Is there a more equitable system of representation than the one now in use? These and many more are matters of debate, and are discussed pro and con in the pamphlet under consideration. These controversies, accompanied as they are by a certain amount of corruption and chicanery, represent democracy in action in the realm of party politics. Democracy has its defects but it is barely possible that in the process of eliminating them democracy itself may be eliminated.

To operate and maintain democracy is not easy. Various forms of statism, with their alluring but false facades, offer an easy way out. For this reason Dr. Burdette enjoins not only eternal vigilance but greater political activity on the part of the individual citizen. *Political Parties: An American Way*, could be read with profit by most Americans.

— FRED E. BRENGLE
Professor of History

Indiana State Teachers College

Reading Difficulty and Personality Organization. By Edith Gann. New York: King's Crown Press, 1945. Pp. 149 + xii. \$2.00.

This is a multigraphed report of a doctoral dissertation completed at Teachers College, Columbia University. Dr. Gann has investigated the difference in personalities between normal and retarded readers, to test the hypothesis that dynamic processes in personality organization are associated with or responsible for the retardation.

One hundred two children were selected as subjects of the investigation, chosen from varying community backgrounds. Measures were taken of intelligence, reading adequacy, and personality processes, for three comparative groups of children: retarded, av-

erage, and superior readers. The latter two groups were assumed to be control groups for comparison with the experimental group, the retarded readers.

Results were based on the statistical differences between objective measures of personal adjustment, and between subjective reported adjustment in the home according to informational blanks completed by parents of the subjects. Gann reports the retarded reader, in comparison with controls, to be: (1) less well adjusted emotionally; (2) insecure and fearful in relation to emotionally challenging situations; and (3), socially less adaptable in relation to the group.

The report of this study is difficult to follow. Its organization is unorthodox; many of its basic tables appear without adequate descriptive subheadings, or explanations of abbreviated headings; and the sentence structure is unusually heavy and frequently unclear. The multigraph process is clear, but marginal space has been kept at a minimum, resulting in a heavily massed page of type which is extremely fatiguing to read.

If the problem of the researcher has been clearly understood, the reviewer does not consider the study a major contribution to educational research. This judgment is made in view of the fact that the hypothesis being tested by the data has been previously investigated in an adequate manner by Gates, Hildreth, and Gray, to mention only a few. Their conclusions are not a subject of controversy or challenge, either in the field of reading or of personality development. Inasmuch as these earlier studies are superior to the present one in procedure, method, and report, and each present data in accord with each other, continued investigation would appear unnecessary.

Still Sits the Schoolhouse by the Road. By The Committee on Rural Education. Chicago: The Committee. Free.

The need for better rural schools and educational improvements in rural areas has been studied and publi-

cized for many years. In the present war period the work of rural schools in many areas has suffered to an unusual extent. The bulletin under consideration was prepared as a further effort to encourage interest in rural school improvement and to stimulate action.

The bulletin presents data and recommendations pertaining to the following problems:

- a. Inadequate and unequal financial support
- b. Too many school districts
- c. Inadequate professional personnel
- d. Limited teaching materials
- e. Lack of co-ordination of school program and other community activities
- f. Inadequate attention to emergency problems

The treatment is brief, concise, and factual. Numerous pictographs aid the reader in grasping the facts and add to the interestingness of the discussion. The committee has done an excellent job in preparing a useful bulletin for public enlightenment on the problems of rural education.

— E. L. WELBORN
Professor Education
and Director of Research
Indiana State Teachers College

The Education and Health of the Partially-Seeing Child. By Winifred Hathaway. New York: Columbia University Press, 1944. Pp. 216 + xiii. \$2.50.

The problem of educational adaptations for the child with defective vision has been one of serious concern in special education for many years. Although the first class for partially-sighted children was established in 1913, progress in this area has been exceedingly slow, and not the least of the impediments to effective work in this field has been the lack of trained teachers who understand the physical and psychological problems of the visually handicapped child, and who are capable of adapting educational programs to meet their needs.

This book has been prepared as one step in this much-needed training program, and has been written by the Associate Director of the National Society for the Prevention of Blindness. It is planned "for the use of administrators, supervisors, teachers, nurses, social workers, and others concerned with the welfare of children." An attempt has been made to condense within its covers the historical background of education of the partially-sighted, administrative responsibilities, educational responsibilities, and community responsibilities.

Despite its title, very little attention is paid to the health of the child, except in the rather obvious explanations of the need for ophthalmological examination for definite diagnosis. The remainder of the discussion on health concerns the keeping of health records. The section, "Facts About the Eye and Eye Hygiene," is relegated to the Appendix, as is also the section on "Vision Testing."

There are two serious lacks in the book, if it is to be of value to any one of the five groups of readers for whom it was intended. The first of these is the omission of any explanation of the psycho-physics of the visual process; i.e., the answer to the question, "How do we see?" Perhaps the author has assumed this background in her readers, but such an assumption is unwarranted. The second lack is the omission of discussion of any vision tests except the Snellen test of visual acuity. There are not even references in text or footnotes to such tests as the Eames Perception Tests, Holmgren's Color Tests, or the Betts Telebinocular. A program for the partially-sighted child must be based upon the results of all such tests, and not on visual acuity alone.

It is disturbing to find inaccuracies of fact throughout the book, perhaps due to an accumulation of data from a wide variety of sources with resultant difficulty of verification. In the section on teacher training, nineteen colleges and universities are listed as offering courses in the teaching of the

Teachers College Journal

visually handicapped (p. 56). Of these nineteen so reported, only four have had, or now have, such courses. Such misinformation is unfortunate, particularly if one of the purposes of the book is the recruitment of teachers. In a discussion of remedial reading, mirror reading is said to be manifested by "holding material upside down," and, a little later, that "when this function of the brain (referring to reversals of retinal images) is lacking, there is no known remedy" (pp. 106-107). Specialists in reading problems have known and demonstrated effective re-training devices for mirror readers as well as reversed readers. In still another section, the use of the light meter is incorrectly pictured (p. 159). Inasmuch as this illustration is presented to clarify the textual explanation of the process of testing visual acuity, such an inaccuracy can easily result in seriously erroneous test results.

The emphasis throughout the book is on the mechanical equipment and physical adaptations of buildings and rooms, and these sections are excellently presented. They include factual data from engineering research that will serve as a valuable guide in readjustments of physical plant. Were the book restricted to this phase of the sight conservation problem, it would

be an outstanding contribution to the field.

Teaching Through Radio. By William B. Levenson. New York. Farrar and Rinehart, Inc., 1945. Pp. 474 + viii. \$3.00.

In January, 1945, the Federal Communications Commission assigned twenty channels on the FM band, each channel 200 kc wide, for educational purposes. Immediately countless schools and college throughout the United States began to consider the advisability of more instruction in the field of educational broadcasting and to seek information relative to the production and use of educational programs.

Teaching Through Radio, by William B. Levenson, is a direct answer to the plea of educators for guidance in this field of radio education. The author is well prepared to present information to persons interested in the production and use of radio in the classroom, since for several years he has had a wide range of experience in directing the operations of station WBOE, owned and operated by the Cleveland Board of Education. This station has the distinction of being one of the outstanding pioneer educational stations in the United States. The book, *Teaching Through Radio*,

is a direct outgrowth of Mr. Levenson's experiences at WBOE.

Basically the book is divided into sections discussing the preparation, presentation, utilization, and evaluation of radio programs. The first two chapters, serving as an introduction to this material, present a concise history of the use of radio and of auditory aids in the American schools. Chapters III and IV contain information for those who want to engage in program production. The book continues with a discussion of the varied means of using radio in the classroom, including excellent suggestions concerning the use of recordings. The author has also devoted a chapter to the utilization of commercial programs for children.

Mr. Levenson ends his book with a very thorough analysis of the steps to follow in organizing a school radio station and in a discussion of recent developments such as facsimile, television, and frequency modulation.

Teaching Through Radio is an excellent reference for those who are engaged in radio education. It presents valuable information in a most usable form.

— CLARENCE M. MORGAN
Professor of Speech and
Director of Radio

- - - Education in the News - - -

Air education has received increased impetus with the victorious conclusion of the war, as had been confidently expected. The Civil Aeronautics Administration reports that ninety-six per cent of colleges and universities in the United States recognize aeronautics as an elective science, and half of these accept it as a laboratory science for college entrance requirements. The number of aviation courses so offered at any one college or university ranges from special summer work for elementary teachers, to a four-year study in aeronautical engineering. Already states representing more than fifty per cent

of the population of the United States have formulated secondary school aviation programs to meet peacetime needs, with the assistance of the Aviation Education Division of the CAA. *Air Press Service* for September further bulletins that approximately one-half of all high school seniors in the country have access to aviation instruction, in many states because of special state aid.

* * * *

The American Association for the United Nations announces the beginning of registration for their annual student contest for 1946. This contest is now in its twentieth year, and deals

with world organization for peace. This year it will take for its study theme, "The United Nations." Last year approximately 18,000 students participated, representing 1500 high schools. The contest is by examination in the spring, with cash prizes of \$400, \$100, and \$50 awards to the winners. Teachers are invited to write for registration details to Mrs. Harrison Thomas, Education Secretary of the Association, 45 E. 65th Street, New York 21, N. Y.

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The American Mercury announces a new service to its readers: Script-of-the-Month, a complete quarter-hour

November, 1945

radio script, based on current news articles appearing in the magazine. The scripts may be used on or off the air as a basis for group discussion, and are prepared by Miss Greta Baker of New York University. They may be secured free of charge by writing to Radio Department, the American Mercury, 570 Lexington Avenue, New York 22, N.Y.

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One of the early steps in implementing suggestions for postwar improvement in public health has been taken by the American Public Health Association, with the appointment of a Committee on Professional Education. This committee has been charged with the accreditation of schools of public health. They will undertake to set up standards and evaluate against those standards the adequacy of universities to confer degrees of Master of Public Health, Director of Public Health, and the Diploma in Public Health. William P. Shepard, M. D., is Chairman of the Committee, and Professor C. E. A. Winslow of New Haven, Connecticut, is the counselor in charge of investigative work. Funds for the project have been made available by the Commonwealth Fund, and provision has been made for the co-operation of representatives in the administration of public health departments, from various localities.

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November 1 marked the opening of the London United Nations Conference called to consider setting up an educational and cultural organization. The delegates represent social scientists, educators, and writers, as well as at least one artist, one historian, and one scientist. This international organization for education and culture will be brought into relation with the United Nations Organization as soon as possible. Washington observers believe this agency may well be the first set up under the United Nations Charter.

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Beginning with its opening broadcast, *School of the Air* changed its program from its traditional classroom hour to an after-school hour, in order to be available to a larger number of

adults. This season begins its 16th year, and will feature "The Story of America," "Gateways to Music," "The March of Science," "This Living World," and "Tales from Far and Near."

School of the Air is presented in co-operation with Science Service, the Music Educators National Conference, and the American Library Association, and has the approval and endorsement of the National Education Association.

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With the allocation of \$100,000 by Congress for improvements in the Office of Education, Commissioner John W. Studebaker has begun his reorganization by adding new personnel to discharge services already carried on by his Office. Four permanent directors of new divisions have been announced: Dr. Bess Goodykoontz, director of the division of elementary education; Fred J. Kelly, director of the division of higher education; J. C. Wright, assistant commissioner, for vocational education; and Henry F. Alves, director of the division of surplus property. It is Dr. Studebaker's hope that special attention can be given to strengthen the fields of elementary and secondary education. Directors for other divisions within the Office are being recruited through the U. S. Service Commission.

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In his message to Congress of September 6th, President Truman urged legislation to establish a single federal research agency in which would be centralized the following functions: (1) the promotion and support of fundamental research and development projects in all matters pertaining to the defense and security of the nation; (2) promotion of research in the basic sciences and in the social sciences; (3) promotion of research in medicine, health, and allied fields; (4) provision of financial assistance in the form of scholarships and grants for young men and women of proved scientific ability; and (5) co-ordination and control of diverse scientific activities conducted by various agencies of the Federal Government. The

atomic bomb developments give impetus to those who emphasize the importance of physical science in society while social scientists contend that social controls have become imperative with the dawn of the atomic age. Congressional hearings on this proposed legislation began October 1, and should provide opportunity for careful presentation of basic educational philosophies.

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The NEA begins its 1945-46 school year with three new divisions and services: (1) adult education, headed by Dr. Leland P. Bradford, formerly Chief of Training of the U. S. Federal Security Agency; (2) audio-visual instructional services, directed by Vernon G. Dameron, of the Army Air Forces at Chanute Field, Illinois; and (3) travel services, under Paul Kinsel, now of the U. S. Office of Education.

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The fifth annual Science Talent Search — and the first in peacetime — is in its initial stages. The search attempts each year to find the forty high school seniors with the highest scientific potential. The nation-wide quest is open to all high-school seniors, and is conducted by the Science Clubs of America, under the sponsorship of Westinghouse Electric Corporation, with scholarships provided for the winners by Westinghouse Educational Foundation in the interests of the advancement of science in America. Finalists are selected on the basis of a set of qualifying requirements which include a statement concerning his ambitions and interests, written by the student; one by his teacher, on his aptitudes and ability, and extra-curricular activities; a transcript of his scholastic records; a thousand-word essay on the subject, "My Scientific Project"; a three-hour science aptitude test; and, for the forty finalists, a final competitive examination for the scholarship awards. Principals and science teachers have been asked to enter the names of all boys and girls who are eligible. Detailed application information is already available at all secondary schools.

Teachers College Journal